



Centrul de Asistență Rurală  
Center for Rural Assistance

Organizație membră a  
Organisation member of



# STRATEGY FOR ADULT EDUCATION IN THE RURAL AREAS (SAERA)

## MISSION

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Strategic direction no. 2: Development of human resources and pedagogical instruments adequate for adult education in rural areas

Strategic direction no. 3: Increasing the level of investment in adult education in rural areas



## MISSION

The strategy has as mission: ***equal access to education is a basic right of all adult learners***. This access will be provided through shared responsibilities of individuals, communities, institutions, business and local and central administrations from Romania, at all levels.

## GUIDING PRINCIPLES

- Adult education is part of life long learning.
- Adult education is a critical part of the European Commission's priorities of education and economic development, as well as a Romanian government priority
- Adult education, including basic literacy, is a shared responsibility of individual learners, adult educators, communities, businesses and governments.
- Adult education, including basic literacy, is not just an individual need; it is a family, health and economic concern.
- Adult education programs must meet a set of established standards of excellence.
- The range of adult education programs will respond to the needs of the whole learner to develop, maintain or enhance:
  - Physical health - promote and preserve a high level of physical wellness
  - Social health - relate to family, friends, strangers, environment and have economic stability
  - Mental health - think critically, creatively, have a positive and realistic attitude and solve problems
- Adult education programs must be provided in a manner, which ensures continuous progression toward the learner's goals.
- Adult education must respect the diversity of learners.
- Adult learners are entitled to resources to attain the level of literacy of which they are capable.
- Adult education must value learners':
  - Experience, work and life skills
  - Partnership in planning and decision making
  - Motivation and availability
  - Rights, dignity and independence.
- Adult education must value educators':
  - Education, training, experience and life skills
  - Openness
  - Strong will and determination
  - Contribution to the field.



## PRIORITY PLANNING ISSUES IN EU

The European Commission priorities for adult education are presented under the six key messages:

- **Valuing learning** – is seen as a prerequisite for the area of lifelong learning, building on the existing right of free movement within the EU. Proposals focus on the identification, assessment and recognition of non-formal and informal learning as well as on the transfer and mutual recognition of formal certificates and diplomas.
- **Information, guidance and counselling** – is addressed mainly at European level, with proposals that aim at facilitating access to learning through the availability of quality guidance services. Guidance services should promote equal opportunities by being accessible to all citizens, especially those at risk of exclusion, and tailored to their needs through systems that are coherent, cohesive, transparent, and impartial and of high quality.
- **Investing time and money in learning** – particularly in the context of the call for Member States to raise overall levels of investment in education and training in the Lisbon conclusions and in the European Employment Strategy, is a condition of bringing about the kind of fundamental changes which lifelong learning implies. There are no easy solutions to how this is to be achieved. Increased investment and targeted funding are called for, along with mechanisms for increasing private investment.
- **Bring learning and learners closer together** – it was emphasized the importance of adequate levels of open and flexible education and training provision at the local level for bringing learning and (potential) learners together, and the role of local guidance services in mediating this. Here the need to promote a balance between non-formal learning in the workplace and in social surroundings / environments is particularly relevant, reflecting the balance of objectives of lifelong learning between active citizenship, personal fulfilment, employability and social inclusion.
- **Basic skills** – The European Councils in Lisbon and Stockholm underlined the importance of improving basic skills through adequate education and lifelong learning policies. Basic skills include the foundation skills of reading, writing and mathematics, as well as learning to learn and the new skills set out at Lisbon – IT skills, foreign languages, technological culture, entrepreneurship, social skills. The foundation for lifelong learning must be provided by Governments through compulsory schooling, but adults who left school with ongoing literacy, numeracy and other basic skills needs should also be encouraged to participate in compensatory learning.
- **Innovative pedagogy** – is emphasized a shift from “knowledge” to “competence” and from teaching to learning, placing the learner at the centre. Such a shift implies that as early as the pre-primary stage people learn “how to



learn". New teaching and learning methods challenge the traditional roles and responsibilities of teachers, trainers and other learning facilitators.

## **PRIORITY PLANNING ISSUES IN ROMANIA**

Romanian Government program underlines the importance of the „knowledge society” through a two-priority policy:

- Education for all
- Education for each person

In order to achieve an educational system accordingly to the UE demands for integration, the Romanian Government policy is based on the following principles:

- The investment in education and training is the most profitable on long term basis for developing a society
- The education institutions are strategic institutions for the national welfare
- The education is a national priority as a multiplication and resources development factor
- The adult education and long life learning are the elements that can shape in a multidimensional way the human factor
- The institutional and political coordination is essential
- The consolidation of the social position of the personnel involved in the educational field is a national priority, done by recognising the values and by material and moral support

The directions that ensure the achievement of the previous statements are:

- Adequate support for the educational system (financial resources, political support, public support)
- Definition of the legal framework for adult education and life long learning
- Diversification and extension of the life long learning offer
- Including education and training as a necessary component in all economical development programs
- Institutional coordination of the main actors involved in educational processes (public institutions, civil society, political institutions social partners, innovation and development centres)
- Unitary vision regarding the use of external funding, in order to avoid interferences at ministry level, methodological disagreements and excessive dependence on external funding

## **TELECENTER**

TeleCenters are multi-purpose development tools, that facilitate the access of a rural community to informational and communication technology and supports training, consultancy and assistance services in the social, cultural, educational and economic field. The TeleCentre is functioning in a house donated by the community or by the



Village Hall. Generally speaking, a TeleCenter provides community oriented services: basic ones - like access to computers, phone/fax, copying -, as well as specific services developed according the locally identified needs. The TeleCentre is created for the community, in order to encourage individual and group initiatives. Villagers have to learn how to act citizens, sharing the same rights and responsibilities, to become aware of their civic role as members of the community.

Although the opening of a TeleCenter requires a certain level of community involvement, the actual integration of this infrastructure in the community has a certain dynamics. Based on our own experience and the experience of our partners, the transition from a mere infrastructure towards a true community centre happens in three steps:

1. **Acknowledgement.** The community becomes aware of the true potential of the TeleCenter. The first users of every TeleCenter are the children, and its first role is that of a playground, so to speak, a social club for children and a centre for alternative and vocational education. In the mean time, the community gains trust in the TeleCenter and start confronting their needs with the opportunities offered. This step can last up to 6-8 months and it is highly dependent on the skills of the personnel involved in the activity of the TeleCenter.
2. **Implication.** The TeleCenter's activities become more diverse and professional. The adults in the community start using the TeleCenter and discover its true potential. This step is essential because it organizes the community in order to benefit from the TeleCenter's opportunities. This can only be achieved by involving a representative number of community members in activities with relevant impact on the community life. Very important in this phase are the prestige of the people involved in TeleCenter activities and the need-motivated development of the TeleCenter services.
3. **Integration.** The involvement of the community exceeds the frame of the activities organized with the help of the TeleCenter. Community members contribute to the current expenses of the TeleCenter, are active promoters and initiators of TeleCenter activities and consider the TeleCenter as being the property of the whole community. In this phase, the community supports integrally the functioning of the TeleCenter. Practically, the TeleCenter reaches its final goal and develops community-to-community services. We expect this phase to be reached after 2-3 years from the opening of the TeleCenter.

## AIM



The aim of the strategy is the improvement of adult education in rural areas by establishing a favourable legal framework and adequate institutions and by finding pedagogical methods that will ensure personal development, economical, social and cultural integration.

When adult education opportunities are available to those who need them, several results occur. There will be a healthier, more independent population with reduced dependence on income support programs and with increased vitality, energy and skills.

## **DIRECTIONS**

Strategic direction no. 1: Development of the legal and institutional framework targeted for adult education in rural areas

Strategic direction no. 2: Development of human resources and pedagogical instruments adequate for adult education in rural areas

Strategic direction no. 3: Increasing the level of investment in adult education in rural areas

## **OBJECTIVES**

The rural areas are faced with the difficult task of restructuring agriculture, lack of jobs and have high unemployment. There is a growing trend to cut back on welfare services, isolation is on the rise and there is no place for people to meet and participate in social activities.

In order to solve specific problems of social exclusion in rural areas, the local associations, municipalities and individuals should be aware of these problems and explore new forms of intervention.

Local development actions should each time include among the objectives a certain rebalancing of available opportunities and the consolidation of social links.

Shared mobilization around strategies where everyone participates and where the specific features and differences are put to use will ensure that ethnic differences, sex, age, education and character are no longer sources of exclusion but of enrichment.



## **STRATEGIC DIRECTION NO. 1: DEVELOPMENT OF THE LEGAL AND INSTITUTIONAL FRAMEWORK TARGETED FOR ADULT EDUCATION IN RURAL AREAS**

### **OBJECTIVE 1.1 ESTABLISHING A FAVOURABLE LEGAL FRAMEWORK FOR DEVELOPPING ADULT EDUCATION IN RURAL AREAS**

MEASURES DESCRIPTION
1.1.1. Establishing a national settlement in order to stimulate the development of adult education in rural areas <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of established settlements</li><li>- Raising the percentage of involved adults in educational programs addressing rural areas</li></ul>
1.1.2. Establishing settlements at local public administration level in order to stimulate the development of adult education in rural areas <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of established settlements</li><li>- Raising the percentage of involved adults in educational programs addressing rural areas / number of community members</li></ul>
1.1.3. The promotion of legalising the settlements by the Parliament, Government and local public administration <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of promotion actions done through the media</li><li>- Number of lobby &amp; advocacy actions</li><li>- Number of institutions and organisations involved in the promotion process</li><li>- Number of settlements approved</li></ul>
1.1.4. Creation of a system consisting of occupational and educational standards adequate to the adult education in the rural areas <u>Indicators:</u> <ul style="list-style-type: none"><li>- The establishing of the system consisting of occupational and educational standards</li><li>- Number of standards and settlements</li></ul>
1.1.5. Creation of a monitoring system that will ensure the alignment of the Romanian settlements to the European ones <u>Indicators:</u> <ul style="list-style-type: none"><li>- The establishing of the monitoring system</li><li>- The number of monitored settlements</li></ul>





**OBJECTIVE 1.2** THE CREATION OF A FLEXIBLE AND USER FRIENDLY INSTITUTIONAL FRAMEWORK THAT WILL FACILITATE THE ACCESS TO ADULT EDUCATION IN THE RURAL AREAS BY VALUING THE NATIONAL EXPERIENCES

**SUBOBJECTIVE 1.** THE CREATION OF A UNITARY COORDINATING SYSTEM OF ADULT EDUCATION

MEASURES DESCRIPTION	
1.2.1.1. Creation of an adult education department inside the Ministry of Education and Research	
<u>Indicators:</u>	
- Establishing the specific department	
1.2.1.2. Creation of a coordination system for the national adult education programs in order to eliminate the parallelism and in order to make the spending of resources efficient	
<u>Indicators:</u>	
- Establishing the coherent system at national level	
- Number of unified programs	
1.2.1.3. Creating in the frames of the Ministry of Education and Sports the Department of Adult Education.	
<u>Indicators:</u>	
- The number of acts prepared by the Department regarding adult education in rural areas.	
1.2.1.4. Establishing the national system co-ordinating adult education programmes in order to avoid the parallelism and to improve the efficiency of distribution and use of funds.	
<u>Indicators:</u>	
- The number of eliminated parallel programmes.	
- The percentage of funds transferred to other programmes.	
1.2.1.5 Creation of departments on the level of local public administration in order to stimulate the development of adult education in rural areas.	
<u>Indicators:</u>	
- The number of created departments.	

**SUBOBJECTIVE 2.** CREATION OF A NETWORK CONSISTING OF ADULT EDUCATION INSTITUTIONS IN RURAL AREAS





MEASURES DESCRIPTION	
1.2.2.1.	Stimulation of the local communities in order to develop the TeleCenter as a nuclei of adult education
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of established TeleCenters</li> <li>- Number of established networks</li> </ul>
1.2.2.2.	Involvement of rural NGOs in motivating the adults to participate in educational programs, including the ones that represent disadvantaged categories (disabilities, ethnical minorities etc.)
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of involved NGOs</li> <li>- Number of people involved in adult education programs</li> </ul>
1.2.2.3.	Involvement of rural NGOs in the organising of adult education programs
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of NGOs involved</li> <li>- Number of people involved in adult education programs</li> </ul>
1.2.2.4.	Stimulation of the existing institutions to get involved in the elaboration and implementation of educational programs for adults in the rural areas
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of involved institutions</li> <li>- Number of established programs</li> <li>- Number of implemented programs</li> </ul>
1.2.2.5.	Creation of the institutional framework that will favour the creation of educational networks between different types of educational institutions and between educational institutions and local public administrations
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of established networks</li> <li>- Number of involved institutions and organisations</li> </ul>
1.2.2.6.	Creation of adult educational long distance systems in the rural areas
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of adult educational long distance systems established</li> <li>- Number of adults trained inside these systems</li> </ul>
1.2.2.7.	Stimulation of local partnerships as support for the development of adult education in the rural areas
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of established partnerships</li> <li>- Number of involved partners</li> </ul>
1.2.2.8.	Promotion of the adult education institutions from the rural areas
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of promotion actions done through the media</li> <li>- Number of lobby &amp; advocacy actions</li> <li>- Number of created institutions and organisations involved in the</li> </ul>



promotion process

**SUBOBJECTIVE 3.** CREATION OF GUIDANCE AND COUNSELLING NETWORKS IN THE FIELD OF ADULT EDUCATION

MEASURES DESCRIPTION	
1.2.3.1. Creation of guidance and counselling centres for the adults in their attempt to access long life learning systems	
<u>Indicators:</u>	
- Number of guidance and counselling centres established in the rural areas	
- Number of counselled persons	
1.2.3.2. Creation of networks in order to make the guidance and counselling centres work more efficiently	
<u>Indicators:</u>	
- Number of created networks	
- Number of involved centres	
1.2.3.3. Involvement of all existing institutions in the rural communities in the guidance and counselling of adults from rural areas	
<u>Indicators:</u>	
- Number of involved institutions	
- Number of NGOs involved	
- Number of involved managers	
1.2.3.4. Promotion of guidance and counselling institutions in the rural areas	
<u>Indicators:</u>	
- Number of promotion actions done through the media	
- Number of lobby & advocacy actions	
- Number of created institutions and organisations involved in the promotion process	

**OBJECTIVE 1.3** CREATION OF A SYSTEM OF CERTIFICATION AND ACREDITATION OF ADULT EDUCATION IN RURAL AREAS

MEASURES DESCRIPTION	
1.3.1. Elaboration of a coherent system of certification of the acquired skills after attending educational programs addressing adults coming from rural areas	
<u>Indicators:</u>	
- Number of created systems of certification	
- Number of given certifications	
- Number of certified skills	
1.3.2. Elaboration of a coherent system of accreditation of institutions that have included adult educational programs for adults in their activity	
<u>Indicators:</u>	



- Number of institutions that have been accredited
1.3.3. Promotion of the creation of the coherent system of certification and accreditation accordingly to the requirements of the European Union and accordingly to the rural areas needs <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of promotion actions done through the media</li><li>- Number of lobby &amp; advocacy actions</li><li>- Number of institutions and organisations that have been accredited accordingly to the needs</li></ul>
1.3.4. Creation of a monitoring and evaluation system of the certifications and accreditations <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of created systems</li><li>- Number of monitored certifications</li><li>- Number of monitored accreditations</li><li>- Number of evaluations</li></ul>



## **STRATEGIC DIRECTION NO. 2: DEVELOPMENT OF HUMAN RESOURCES AND PEDAGOGICAL INSTRUMENTS ADEQUATE FOR ADULT EDUCATION IN RURAL AREAS**

**OBJECTIVE 2.1** PROFESSIONAL QUALIFICATION FOR THE INVOLVED HUMAN RESOURCES IN ORDER TO DEVELOP AND EFFICIENTISE THE ADULT EDUCATION IN THE RURAL AREAS

MEASURES DESCRIPTION
2.1.1. Creation of institutions that will qualify the necessary human resources for adult education in the rural areas accordingly to the new integration challenges <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of created institutions</li><li>- Number of qualified specialists</li></ul>
2.1.2. Creation of a system that will certified the trained specialists <u>Indicators:</u> <ul style="list-style-type: none"><li>- Establishing the system</li><li>- Number of given certifications</li></ul>
2.1.3. Creation of an occupational standard for trainers of trainers, trainers, counsellors, adult education consultants in the rural areas <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of standards</li><li>- Number of beneficiaries</li></ul>
2.1.4. Improvement of the institutional management in the field of adult education <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of programs addressing the training of managers</li><li>- Number of trained managers</li></ul>
2.1.5. Creation of volunteers' centres in order to motivate the adult to participate in educational programs and to implement this type of programs <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of volunteers' centres</li><li>- Number of volunteers</li><li>- Number of projects involving volunteers</li></ul>
2.1.6. Training programs for volunteers in order to get involved in adult education in the rural areas <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of training programs</li><li>- Number of trained volunteers</li></ul>
2.1.7. Promotion of the creation of training institutions and of the elaboration of occupational standards in the field <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of promotion actions done through the media</li><li>- Number of lobby &amp; advocacy actions</li></ul>



<ul style="list-style-type: none"> <li>- Number of created institutions</li> <li>- Number of created occupational standards</li> </ul>
<p>1.3.5. Monitoring and evaluation of the training programs quality in the field of adult education in the rural areas in order to validate them</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> <li>- Number of monitoring sessions</li> <li>- Number of validated programs</li> </ul>

## OBJECTIVE 2.2 CREATION OF THE METHODS AND INSTRUMENTS PACKAGE ADEQUATE TO THE RURAL AREAS

MEASURES DESCRIPTION
<p>2.2.1. Creation of an educational methods package oriented towards developing skills for agricultural professions</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> <li>- Number of methods</li> <li>- Number of curricula</li> <li>- Number of participants</li> </ul>
<p>2.2.2. Creation of an educational methods package oriented towards developing skills in the technical professions</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> <li>- Number of methods</li> <li>- Number of curricula</li> <li>- Number of participants</li> </ul>
<p>2.2.3. Creation of an educational methods package oriented towards developing skills in basic literacy</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> <li>- Number of methods</li> <li>- Number of curricula</li> <li>- Number of participants</li> </ul>
<p>2.2.4. Creation of an active measures program addressing the unemployment adequate to the existing mentalities in the Romanian rural areas</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> <li>- Number of methods</li> <li>- Number of curricula</li> <li>- Number of participants</li> </ul>
<p>2.2.5. Creation of an educational methods package oriented towards community education and integration of the people living in the rural areas but active on the employment market in the urban areas</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> <li>- Number of methods</li> <li>- Number of curricula</li> </ul>



- Number of participants
2.2.6. Creation of an educational methods package oriented towards education and social – economical integration of the disadvantaged persons <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of methods</li><li>- Number of curricula</li><li>- Number of participants</li></ul>
2.2.7. Creation of an educational methods package oriented towards education and social – economical integration of the ethnic minorities identified in Romania <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of methods</li><li>- Number of curricula</li></ul>
2.2.8. Number of participants
2.2.9. Creation of an educational methods package oriented towards education and social – economical integration of the Roma adults <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of methods</li><li>- Number of curricula</li><li>- Number of participants</li></ul>
2.2.10. Creation of an educational methods package oriented towards education for a healthy living and protecting the family in the rural areas <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of methods</li><li>- Number of curricula</li></ul>
2.2.11. Number of participants
2.2.12. Creation of an educational methods package oriented towards education for a better management of the rural household <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of methods</li><li>- Number of curricula</li></ul>
2.2.13. Number of participants
2.2.14. Creation of an educational methods package oriented towards education for a healthy living and protecting the environment <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of methods</li><li>- Number of curricula</li><li>- Number of participants</li></ul>
2.2.15. Creation of an educational methods package oriented towards education for developing an own business in the field of rural tourism as an alternative to increase the revenues <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of methods</li><li>- Number of curricula</li></ul>



2.2.16.	Number of participants
2.2.17.	Creation of an educational methods package oriented towards using modern technologies of information and communication (IT)
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of methods</li> <li>- Number of curricula</li> <li>- Number of participants</li> </ul>
2.2.18.	Creation of an educational methods package oriented towards promotion equal opportunities
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of methods</li> <li>- Number of curricula</li> <li>- Number of participants</li> </ul>
2.2.19.	Creation of motivation instruments for involving adult in educational programs
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of methods</li> <li>- Number of curricula</li> <li>- Number of participants</li> </ul>
2.2.20.	Creation of a e-learning package adequate to the educational level of the adults coming from rural areas
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of methods</li> <li>- Number of curricula</li> <li>- Number of participants</li> </ul>
2.2.21.	Implementation of the "Second Chance" program in the rural areas
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of communities where the program was implemented</li> <li>- Number of assisted persons</li> </ul>
2.2.22.	Promotion of the educational packages created in order to active the rural population on the job market through job clubs, consultancy centres, employment fairs specific for the rural areas, business incubators
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of created job clubs</li> <li>- Number of adults active inside the job clubs</li> <li>- Number of consultancy centres</li> <li>- Number of activities undergone inside the consultancy centres</li> <li>- Number of participants attending the activities undergone inside the consultancy centres</li> <li>- Number of fairs specific for the rural areas</li> <li>- Number of adults attending the fairs</li> <li>- Number of institutions attending the fairs</li> <li>- Number of activated jobs</li> </ul>





	<ul style="list-style-type: none"> <li>- Number of business incubators</li> <li>- Number of concrete business after attending the incubators</li> </ul>
2.2.23.	Promotion of the educational packages adequate to the rural areas
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of promotion action through the media</li> <li>- Number of implemented educational packages</li> </ul>
1.3.6.	Monitoring and evaluation of implementation of the educational programs in the rural areas in order to validate them
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of monitoring sessions</li> <li>- Number of feedback</li> <li>- Number of validated educational packages</li> </ul>

**OBJECTIVE 2.3** MODERNISATION OF THE TEACHING AND TRAINING METHODS IN THE FIELD OF ADULT EDUCATION IN THE RURAL AREAS

MEASURES DESCRIPTION	
2.3.1.	Creation of a curricula system adequate to the adult education in the rural areas
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of created curricula</li> <li>- Number of implemented curricula</li> </ul>
2.3.2.	Creation of guides, methodological norms and support materials addressing adult education in the rural areas
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of guides, methodological norms and support materials</li> </ul>
2.3.3.	Promotion of educational methods through inclusion and integration of adults involved in the training programs
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of education institutions that use these methods</li> </ul>
2.3.4.	Promotion of the didactical methods and processes in the spirit of inclusive strategies of adult education
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of trainers adopting these methods</li> <li>- Number of educational programs that adopt these methods</li> </ul>
2.3.5.	Promotion of new forms of tutoring and mentorship in the field of adult education in the rural areas
<u>Indicators:</u>	<ul style="list-style-type: none"> <li>- Number of tutors and mentors</li> <li>- Number of assisting adults</li> </ul>
2.3.4.	Introducing occupational theory as an innovative method of motivating adults to participate in the educational programs



<u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of institutions that adopted this method</li><li>- Number of specialists in the field</li><li>- Number of assisted adults</li></ul>
2.3.5. Promotion of mass media partnerships in order to educate adults through press, radio and television <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of partnerships</li><li>- Number of mass media programs</li></ul>
2.3.6. Promotion of innovative methods of teaching and training in the field of adult education in the rural areas <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of promotion action through media</li><li>- Number of adopted innovation packages</li></ul>
2.3.7. Monitoring and evaluation of implementation of the innovative teaching and training methods in the field of adult education in the rural areas <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of monitoring sessions</li><li>- Number of feedbacks</li><li>- Number of validated educational methods</li></ul>



### **STRATEGIC DIRECTION NO. 3: INCREASING THE LEVEL OF INVESTMENT IN ADULT EDUCATION IN RURAL AREAS**

**OBJECTIVE 3.1.** IMPROVEMENT OF ORIENTATION THE FINANCIAL RESOURCE IN THE FIELD OF ADULT EDUCATION IN THE RURAL AREAS

MEASURES DESCRIPTION
3.1.1. Improvement of communication between national bodies and institutions in order to eliminate the parallelisms in financing adult education programs in the rural areas <u>Indicators:</u> <ul style="list-style-type: none"><li>- % Eliminated parallel programs</li></ul>
3.1.2. Creation of an emergency FOND for adult education in the rural areas <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of financed programs from this fond</li><li>- Number of trained adults from this fond</li></ul>
3.1.3. Stimulating the local public administration to direct sources from local budget to create / improve the adult education infrastructure <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of financed project</li><li>- Number of created / improved centres</li></ul>
3.1.4. Introducing in the legislation a special regulation regarding a percentage for adult education in the rural areas from the PIB <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of financed programs</li><li>- Number of trained adults</li></ul>
3.1.5. Stimulating the business environment to be involved in financing adult education programs in rural areas <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of financed programs</li><li>- Number of involved enterprises</li></ul>



**OBJECTIVE 3.2** IMPROVEMENT OF ADULT EDUCATION IN THE RURAL AREAS FUNDRAISING

MEASURES DESCRIPTION
3.2.1. Preparing the human and institutional resources in the field of fundraising targeted for adult education in the rural areas <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of trained adults</li><li>- Number of sources of financing</li></ul>
3.2.2. Training for the project management specialists in the field of adult education in order to attract more external funding (e.g. EU, World Bank, other international bodies) <u>Indicators:</u> <ul style="list-style-type: none"><li>- Number of training sessions</li><li>- Number of accessed programs</li></ul>